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ABSTRACT

This pamphlet, prepared by the Southern Oregon Research and Development Committee (SORD), offers suggestions for students and teachers for improving the test-taking skills of primary school students. Seven suggestions for students to consider prior to taking tests cover such topics as studying, diet, exercise, and comfortable dress. Included in the 11 suggestions for students to follow during the test are hints concerning directions, time management, math problems, and reading tests. Information provided for teachers includes a description of the problem of students who lack test-taking skills, a definition of test wiseness, suggestions for helping students become better test takers, and suggestions for maintaining a good testing environment. (DC)

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. . . STUDY . . . ESTIMATE . .
. GET ENOUGH REST . . . BE
PREPARED . . . GUESS . . .
FOLLOW DIRECTIONS . . . BE
ACCURATE . . . DEDUCE . . .
ELIMINATE . . . BE POSITIVE . .
. KNOW THE "STEM" . . . READ
CAREFULLY . . . WORK QUICKLY .
. . DRESS APPROPRIATELY . . .
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A SORD Project

TEST TAKING SKILLS FOR PRIMARY GRADES

by Art Phillips

TM832015

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IDEAS FOR IMPROVING TEST TAKING SKILLS IN PRIMARY GRADES

STUDENTS: BEFORE YOU TAKE A TEST. . .

Begin to get ready before the time the test is to be given. Develop a positive attitude toward taking the test.

If possible, study material that will be covered in the test. After you think you know the material, study it even more!

If you are taking a teacher made test, study previous exams and quizzes.

A good diet is important in making sure your body and mind are ready for the test.

Plan to exercise regularly before the test.

Get plenty of rest the evening before the test.

On the day of the test, dress comfortably, warmly, but with a "layered" effect.

Use the circles below to answer the questions on the practice test.

MARKING DIRECTIONS

1 Ⓐ Ⓑ Ⓒ ● Ⓔ

WHEN YOU TAKE A TEST. . .

Listen to all directions very carefully.

If you don't understand something, ask your teacher for help. (You may not be permitted to ask for help during some tests).

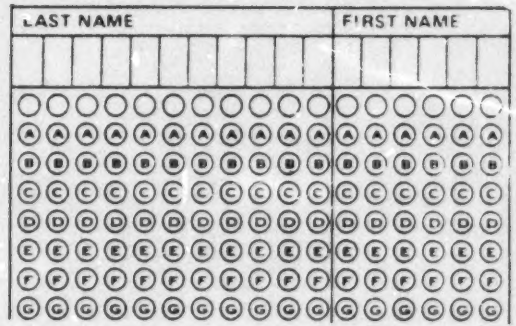
Begin to work as soon as possible.

Have a piece of scratch paper available for math problems.

Mark the answers on your booklet or answer sheet carefully, but as quickly as possible.

Do not spend a long time on any one question.

Answer as many of the questions as you possibly can. If you don't know the answer, choose the answer you think is best.



If you are taking a reading test, read the questions first. This will help you know what the paragraph is about.

In math problems, always estimate. (About how much should the answer be?)

Look over your test when you have finished to be sure you have answered as many questions as you possibly can.

Don't worry if you don't finish the test. You are not always expected to answer all the questions.

MARKING DIRECTIONS

Sample marks

Right

Ⓐ Ⓑ ● Ⓓ Ⓔ

Wrong

TEACHERS:

Research conducted during the last ten years indicates that many children are deficient in skills required to obtain valid test results. This deficiency prevents them from performing well on standardized and teacher-made tests. Such students are often unable to understand and implement direstions given during test administration, to deal with answer sheets without confusion, or to answer questions in an efficient and effective manner. Their resulting test scores are therefore not valid indicators of potential ability or achievement. Research indicates that "test wiseness" can be improved in students without using unethical practices.

"Test wiseness" is defined as the capacity to use the characteristics and formats of the test to receive a high score. "Test wiseness" is independent of the student's knowledge of the subject matter which the test is supposed to measure.

To profit from suggestions included in this flyer, students should be given frequent and specific help in applying concepts to classroom lessons. SORD hopes you'll incorporate these hints into daily work so test taking skills will be sharpened and students will become "test wise."

Encourage students to pace themselves; some students spend too much time on the first of the test or on the more difficult questions. Treat each test as a learning experience for students. For example, spend time teaching them how to mark answer sheets correctly, how to skim questions, answering easy ones first.

Be positive and enthusiastic with students when discussing the test taking process. See that the very best testing environment is provided: proper heat control, adequate ventilation, appropriate desk arrangement, and controlled noise level.

For additional suggestions in promoting "test wiseness," watch for another SORD project, Test Taking Skills: Incorporating Them Into the Curriculum. The pamphlet, also written by Art Phillips, Ashland, will be distributed to all school media centers.

For a bibliography of useful materials related to improving test taking skills, refer to the pamphlet, Test Taking Skills: Incorporating Them Into the Curriculum, by Art Phillips.

SORD, (Southern Oregon Research and Development Committee), is a program offered by Jackson Education Service District, Medford, Oregon.

Its members are local district teachers and administrators who meet once monthly to plan activities in four areas:

Student Enrichment

Professional Development

Research

Projects Review

A description of SORD's objectives, activities, and projects is available on request from Jackson ESD, 101 North Grape, Medford, OR, 97501. Phone (503)776-8578.

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